

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

6.2 SEN Support resources

Where a student has an identified learning difficulty or disability that calls for special educational provision, the college must discuss with students the type of appropriate support to put in place for them.

Colleges should take the "Assess, Plan, Do, Review" cyclical approach to assessing need, planning and providing support. They should involve the student closely at all stages of the cycle (see the Flow chart above and refer to the proformas in the main Core Standards) and they should ensure that staff have the skills to do this effectively.

SEN Support might include:

- assistive technology
- personal care (or access to it)
- specialist tuition
- note-takers
- interpreters
- one-to-one and small group learning support
- travel training
- accessible information such as symbol based materials
- access to therapies (e.g. speech and language therapy)

Specialist help should be involved at this stage if necessary, and if the young person is still are not progressing with the support being provided (this will be clearly evidenced in the APDR cycle), the young person can be considered for an assessment for an EHC plan (See 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020').

Where a young person is aged over 18 consideration must be given to whether or not the young person requires additional time (in comparison to the majority of others of the same age who do not have SEN) to complete their education or training.

The following editable resource can help to establish good working practice in post 16 settings.

[Post 16 SEND - SEN Support Provision Matrix FINAL \(editable resource\)](#)

[These materials have been drawn together using the many publicly available resources surrounding SEND, which includes published SEND materials from other Local Authorities]